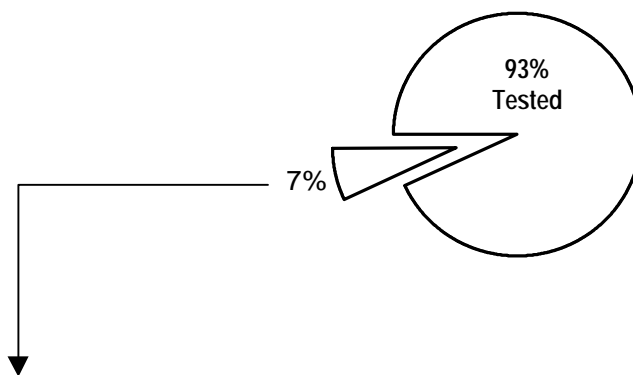


Virginia's 1998 Performance on *Stanford 9* – Grade 9

Students Not Tested

Stanford 9 Intermediate 2 Form TA, Abbreviated was administered to 85,527 grade 9 students in Virginia in Fall 1998: 93% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth-grade students may not have taken the test, but ninth-graders were most likely to have missed the test due to absence. Other possible reasons are described in “Who Is Tested on *Stanford 9*?” on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 1998, Grade 9
Reasons Students Not Tested



Percent of Students not Tested = 7%

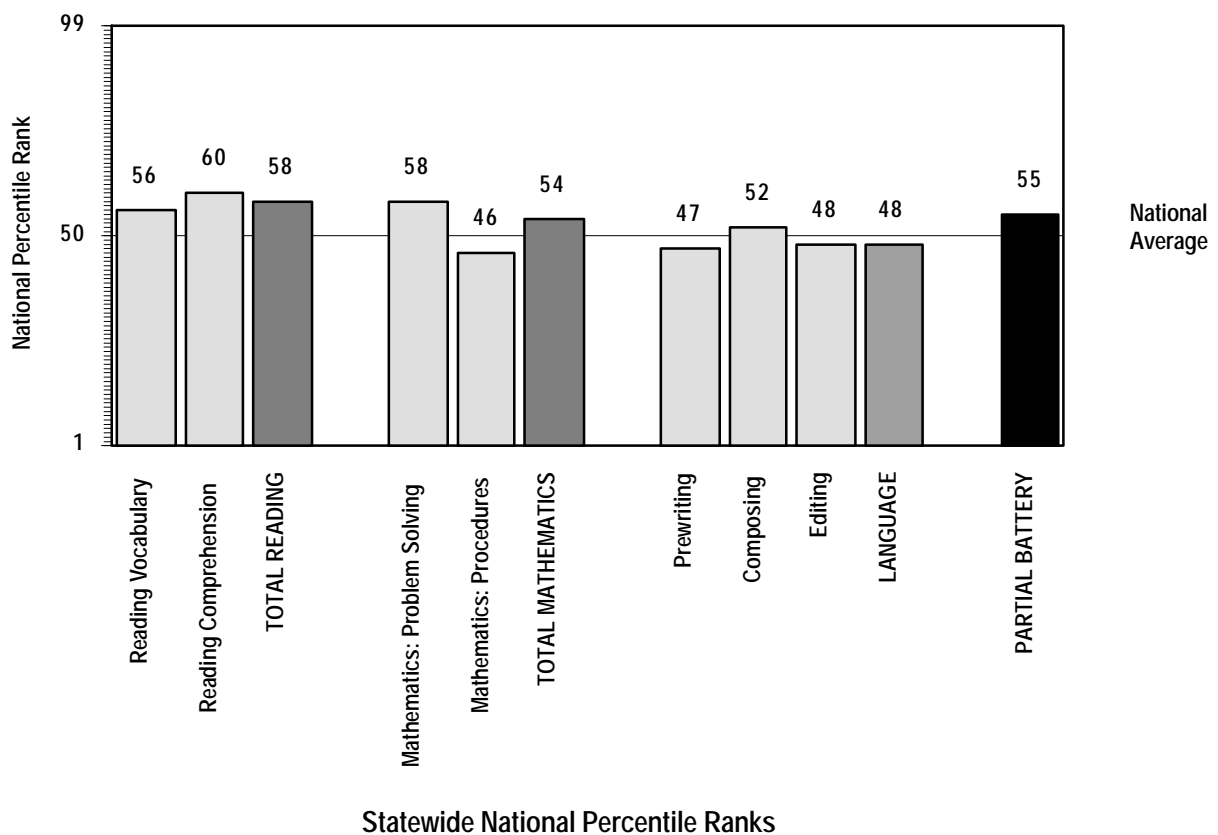
Of the students not tested in grade 9:

- 48% were not tested due to absence.
- 31% were not tested due to a disability exemption.
- 15% were not tested due to limited proficiency in English.
- 2% refused to take the test.
- 1% were not tested due to medical emergencies.
- 3% were not tested due to other reasons.

Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 1998 administration of *Stanford 9* to ninth-graders in VSAP. Student performance on the subtests in the area of reading was consistently above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. Performance in the area of language was the poorest in ninth-grade testing: only the Composing subtest was above the 50th percentile while the Prewriting subtest, Editing subtest, and Language total score were all below the 50th percentile. Despite the poor showing in Language, the ninth-grade Partial Battery score, which provides an indication of overall performance on the test, was at the 55th percentile. This means that the “average” Virginia ninth-grader did as well as or better than 55% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 1998, Grade 9



Quartiles

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth-grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

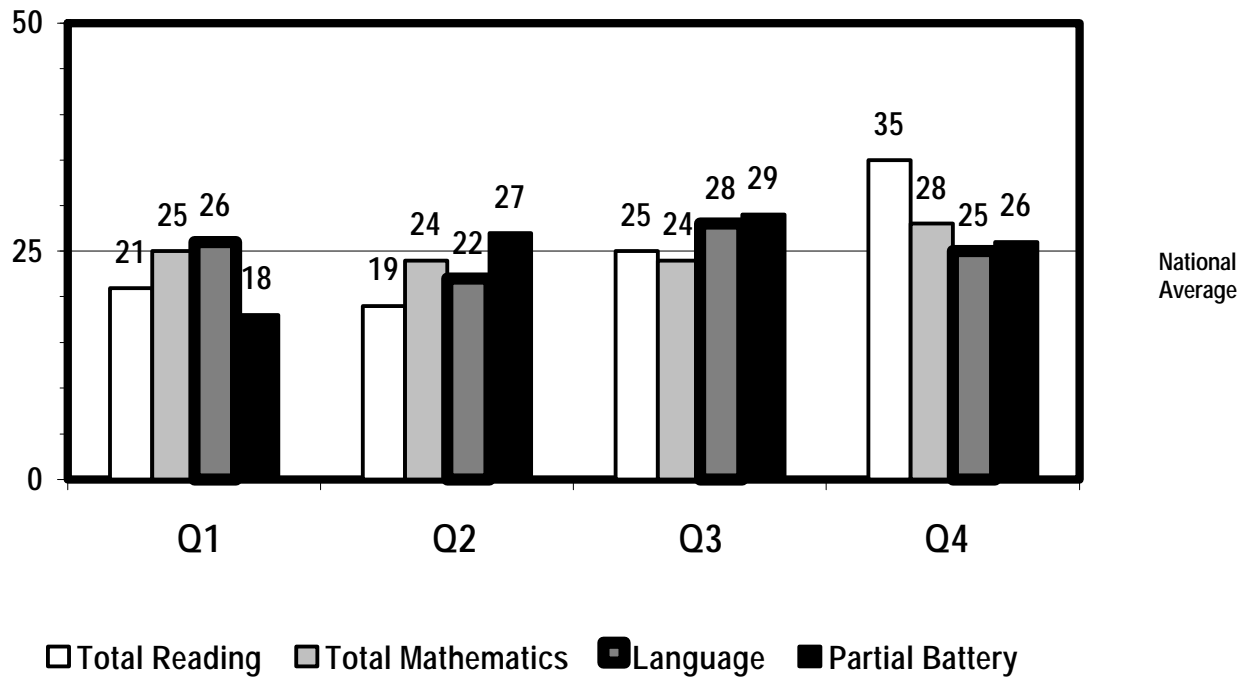
Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percent of Virginia ninth-grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

- 1) Pertinent to the Total Reading score, Virginia's ninth-grade students were:
 - under-represented in the lowest quartile, Q1 (21% as opposed to the national norm group's 25%); and
 - over-represented in the top quartile, Q4 (35% as opposed to the norm group's 25%).
- 2) Related to the Total Mathematics score, Virginia's ninth-graders were:
 - represented "at level" in the lowest quartile (25% compared to the norm group's 25%); and
 - over-represented in the top quartile (28% as opposed to 25% of the norm group).
- 3) Related to the Language score, Virginia's ninth-graders were:
 - over-represented in the lowest quartile (26% as opposed to the norm group's 25%); and
 - represented "at level" in the top quartile (25% compared to 25% of the norm group).
- 4) In regard to the Partial Battery score, or overall performance on *Stanford 9*, Virginia's ninth-grade students were:
 - under-represented in the lowest quartile (18% as opposed to the national norm group's 25%); and
 - over-represented in the top quartile (26% as opposed to 25% of the norm group).

Figure 9.3 – *Stanford 9*, Fall 1998, Grade 9
Percent of Virginia Students in Each National Quartile



Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1998 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth-grade answer documents.

- Gender

Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Ninth-grade females obtained higher average scores than ninth-grade males in all areas except Total Mathematics and Mathematics: Problem Solving.

Table 9.4 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	40,230		41,147		49	
Percentage of the Total **	47.0		48.1		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	57	709.5	55	707.5	30	678.4
Reading Comprehension	66	706.9	54	694.7	35	671.9
TOTAL READING	62	706.3	54	698.4	31	674.8
Mathematics: Problem Solving	58	685.7	59	687.2	37	667.1
Mathematics: Procedures	46	696.7	45	695.7	29	676.4
TOTAL MATHEMATICS	53	689.8	54	690.5	34	673.0
Prewriting	51	660.1	43	649.5	28	631.0
Composing	56	662.4	47	651.2	28	625.1
Editing	53	661.4	42	650.1	23	627.2
LANGUAGE	54	661.2	42	649.4	21	626.3
PARTIAL (Basic) BATTERY	57	N/A	52	N/A	33	N/A

NOTES:

* Overall, 85,527 students were tested in grade 9 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- **Ethnicity**

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. The percentile rank for Black and Hispanic students was below the national average (50th percentile) on every subtest. Percentile ranks in six areas (Reading Vocabulary, Reading Comprehension, Total Reading, Mathematics: Problem Solving, Total Mathematics, and Partial Battery) were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and White students.

Table 9.5 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		530		3,081		20,404		2,758		51,462		3,227	
Percentage of the Total **		<1		3.6		23.9		3.2		60.2		3.8	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		53	704.8	61	715.1	38	688.3	49	700.6	63	716.6	53	705.2
Reading Comprehension		56	696.6	66	706.8	40	679.4	49	689.6	68	709.6	57	697.2
TOTAL READING		54	698.4	64	708.6	38	682.2	48	692.9	66	710.6	55	699.1
Mathematics: Problem Solving		54	682.8	75	705.0	35	663.1	49	677.3	67	695.4	53	681.1
Mathematics: Procedures		42	691.6	68	723.8	29	675.1	38	687.1	52	703.8	41	690.2
TOTAL MATHEMATICS		50	686.6	74	712.0	31	668.4	45	681.6	62	698.2	48	685.0
Prewriting		43	649.7	54	663.9	35	640.1	41	647.0	52	660.6	44	651.1
Composing		46	649.3	60	666.7	36	636.2	43	645.6	58	665.2	48	652.1
Editing		44	652.3	58	666.8	32	638.7	39	646.4	54	662.4	44	652.3
LANGUAGE		43	649.9	59	666.3	31	637.0	38	645.2	55	662.5	44	651.0
PARTIAL (Basic) BATTERY		52	N/A	67	N/A	35	N/A	46	N/A	62	N/A	51	N/A

NOTES:

* Overall, 85,527 students were tested in grade 9 in Fall 1998—this total includes students who tested with non-standard accommodations. Since test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 85,527 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

- Students with Limited English Proficiency

Table 9.6 provides the following data for ninth-grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 9.6 – *Stanford 9*, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)**

Number Tested *	205	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	26	673.6
Reading Comprehension	26	664.0
TOTAL READING	24	667.7
Mathematics: Problem Solving	39	668.0
Mathematics: Procedures	37	686.2
TOTAL MATHEMATICS	39	676.0
Prewriting	20	618.2
Composing	28	624.7
Editing	24	629.2
LANGUAGE	20	623.4
PARTIAL (Basic) BATTERY	31	N/A

NOTES:

* Since test results of students testing with non-standard accommodations have been excluded from all summary data (including the subgroup summaries), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 85,527 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

- Students with Disabilities

Table 9.7 provides the following data for ninth-grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 9.7 – Stanford 9, Fall 1998, Grade 9
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

		MR =Mental Retardation (both TMR and EMR)						OI = Orthopedic Impairment					
		SPD = Severe and Profound Disabilities						VI = Visual Impairment					
		MD =Multiple Disabilities						HI = Hearing Impairment					
Description	Number Tested	MR		SPD		MD		OI		VI		HI	
		119		2		73		6		227		44	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		6	633.9	*	*	26	673.9	*	*	53	704.2	19	662.9
Reading Comprehension		8	632.0	*	*	27	665.4	*	*	59	700.3	24	661.2
TOTAL READING		6	633.4	*	*	24	667.9	*	*	56	700.1	20	661.6
Mathematics: Problem Solving		9	629.0	*	*	25	653.5	*	*	50	679.0	30	658.3
Mathematics: Procedures		10	644.0	*	*	21	664.8	*	*	41	690.5	28	674.8
TOTAL MATHEMATICS		8	636.2	*	*	23	658.4	*	*	47	683.6	30	666.6
Prewriting		8	589.4	*	*	23	622.7	*	*	45	651.8	25	625.4
Composing		7	581.9	*	*	24	619.3	*	*	51	655.6	28	625.8
Editing		9	603.9	*	*	22	626.9	*	*	46	654.0	32	639.3
LANGUAGE		5	592.4	*	*	18	621.7	*	*	46	652.5	25	630.5
PARTIAL (Basic) BATTERY		8	N/A	*	N/A	23	N/A	*	N/A	51	N/A	25	N/A

		LD = Learning Disability						OHI = Other Health Impairment					
		SED = Serious Emotional Disturbance						PD = Physical Disability					
		SLI = Speech or Language Impairment						DB = Deafness and Blindness					
Description	Number Tested	LD		SED		SLI		OHI		PD		DB	
		3,411		641		184		274		9		1	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		24	671.1	31	680.2	46	697.9	33	682.2	*	*	*	*
Reading Comprehension		24	660.8	25	662.3	47	686.9	30	668.0	*	*	*	*
TOTAL READING		22	664.6	26	669.1	46	690.1	29	673.2	*	*	*	*
Mathematics: Problem Solving		26	654.4	23	651.2	57	685.3	30	658.9	*	*	*	*
Mathematics: Procedures		19	661.5	18	659.8	44	694.5	22	666.1	*	*	*	*
TOTAL MATHEMATICS		22	658.3	20	655.9	52	688.3	26	663.2	*	*	*	*
Prewriting		22	620.8	19	615.7	42	648.1	22	620.2	*	*	*	*
Composing		20	612.5	23	617.2	42	644.3	25	621.2	*	*	*	*
Editing		17	619.8	20	623.5	39	646.9	23	627.2	*	*	*	*
LANGUAGE		15	616.4	16	617.0	38	644.8	19	622.6	*	*	*	*
PARTIAL (Basic) BATTERY		22	N/A	23	N/A	47	N/A	29	N/A	*	N/A	*	N/A

(Table 9.7 is continued on the following page.)

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 9 performance

(Table 9.7, continued)

A = Autism
TBI = Traumatic Brain Injury
504 = otherwise qualified handicap under Section 504
of the Rehabilitation Act of 1973
DD = Developmentally Delayed

Description Number Tested	A		TBI		504		DD	
	7		10		164		1	
	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	55	707.1	*	*
Reading Comprehension	*	*	*	*	53	693.2	*	*
TOTAL READING	*	*	*	*	53	697.0	*	*
Mathematics: Problem Solving	*	*	*	*	53	680.4	*	*
Mathematics: Procedures	*	*	*	*	40	689.2	*	*
TOTAL MATHEMATICS	*	*	*	*	48	684.1	*	*
Prewriting	*	*	*	*	41	646.9	*	*
Composing	*	*	*	*	52	656.6	*	*
Editing	*	*	*	*	46	654.0	*	*
LANGUAGE	*	*	*	*	45	651.7	*	*
PARTIAL (Basic) BATTERY	*	N/A	*	N/A	50	N/A	*	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.
- N/A Scaled scores are not available for the *Stanford 9* Partial Battery.